



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	<u>CLAS/SST</u>	Department	<u>School of Social Transformation</u>
Subject	<u>SST</u>	Number	<u>235</u>
	Title	<u>DISABILITY JUSTICE AND ADVOCACY</u>	Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>	_____	
Is this a shared course? Course description:	<u>No</u>	If so, list all academic units offering this course	_____

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Fine Arts and Design core courses \(HU\)](#)
- [Social and Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Mail code	<u>6403</u>	E-mail:	<u>Sarah.Goldsand@asu.edu</u>

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	<u>Mary Margaret Fonow</u>	Date:	_____
Chair/Director (Signature):	_____		

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	No Pity, by Joseph Shapiro
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	No Pity, by Joseph Shapiro
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	No Pity, by Joseph Shapiro.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	-Estimating the Expense of a Mandatory Home- and Community-Based Personal Assistance Services Benefit Under Medicaid -Disabled men at higher risk of sexual abuse than non-disabled men -An Overview of the Employment Protections of the Americans with Disabilities Act Nan's Pisas: A Great Success -Poverty and Hardship Among Working-Age People with Disabilities -Segregated & Exploited The Failure of the Disability Service System to Provide Quality Work
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses in which there is only chronological organization. • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. 	

ASU--[H] CRITERIA

- Courses whose subject areas merely occurred in the past.

Course Prefix	Number	Title	Designation
SST	235	DISABILITY, JUSTICE AND ADVOCACY	Historical

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course.	No Pity studies the overall disability rights movement and how it relates to other civil rights movements.	Week 1-6
The course examines and explains human development as a sequence of events	No Pity discusses disability concepts as they have evolved throughout time and how ways of thinking about disability have shaped our society and what it means to be a person with a disability.	Week 1-6
There is a disciplined systematic examination of human institutions as they change over time The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context	We read articles on healthcare, sexuality and employment as they relate specifically to people with disabilities. The articles and videos about healthcare illustrate the important of home and community based care and long term care supports for people with disabilities. The article and lecture on sexuality aim to illuminate the topic of sex and disability. The studies on employment illustrate the unique challenges and issues people with disabilities must navigate when employed.	Week 8-14

DISABILITY JUSTICE AND ADVOCACY

Instructor: Annie Goldsand
Phone: 602.908.1140
E-mail: sarah.goldsand@asu.edu

REQUIRED TEXT: *No Pity*, by Joseph Shapiro

COURSE OVERVIEW:

This course is designed to teach the overarching history of the disability rights movement and how it is similar to and different from other civil and rights movements. This course will examine how policies and activism are interconnected within this movement, in addition to looking at other human categories related to disabilities such as gender, sexuality, race and socio-economic status.

The course is broken down into different sections. First, we will look at the movement as a whole, and then we will see how the movement continues today. Next, we will look into how most people with disabilities get their health care and how they relate to the workforce and to other state and national issues. After we have a general sense of what the country's disability population looks like, we will study related issues of sexuality, gender and socio-economic status.

I will post reading and assignments on Blackboard. Please keep track of your coursework and look ahead if you think one assignment will take you longer to do than others. It is your responsibility to keep up to date on course requirements on Blackboard. I have the right to change assignments, so please keep yourself up to date as to what is happening on Blackboard.

ASU Disability Resource Services coordinates accommodation and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DRS, please do so as soon as possible at (480) 965-1234.

ACADEMIC DISHONESTY:

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

ASSIGNMENTS:

All assignments will be due by 11:59PM on the date assigned. Please make sure that all assignments are turned in on time and are professional in manner.

*Please note: All "Discussion Board Assignment" topics will be posted on Discussion Board ahead of time and are due as noted above.

AUGUST

Due: August 30, 2012:

- Reflection Writing Assignment: Please see Blackboard for a description of what is required. 10 points
- Please view these videos:
 1. http://www.youtube.com/watch?v=zAviM4QRBrE&feature=player_embedded#!
 2. http://uuliveoak.org/pdfs/worship_9-04-09_excerpts_no_hierarchy_of_oppressions.pdf

SEPTEMBER:

Due September 6, 2012

- Read Chapters 1 and 2 from *No Pity*
- Discussion Board Assignment: 10 points

Due September 13, 2012

- Read Chapters 3 and 4 from *No Pity*
- Discussion Board Assignment: 10 points

Due September 20, 2012

- Read Chapters 5 and 6 from *No Pity*
- Discussion Board Assignment: 10 points

Due September 27, 2012

- Read Chapters 7 and 8 from *No Pity*
- Discussion Board Assignment: 10 points

OCTOBER:

Due October 6, 2012

- Read Chapters 9 and 10 from *No Pity*
- Discussion Board Assignment: 10 points

Due October 11, 2012

- PowerPoint Presentation due on *No Pity* (Complete instructions will be posted on Blackboard): 25 points

OCTOBER BREAK 13-16th

Due October 25, 2012

- Healthcare Paper Due (See Blackboard for instructions)
- Reading Assignment:
 1. Diane Rowland, Sc.D. testimony about Medicaid:
<http://www.kff.org/medicaid/upload/7732.pdf>
 2. <http://www.adapt.org/freeourpeople/download/estimating%20expense.pdf>
 3. <http://www.kff.org/healthreform/upload/8069.pdf>
 4. <http://www.kaiserhealthnews.org/Stories/2011/October/14/C-LASS-Act-Implementation-Halted-By-Obama-Administration.aspx>

NOVEMBER:

Due November 1, 2012

- Sexuality Reading Assignment:
 1. <http://articles.latimes.com/2011/oct/11/news/la-heb-disabled-men-sexual-abuse-20111011>
 2. Video: <http://www.youtube.com/watch?v=i5RRdZCfjrg>
 3. Video: <http://www.youtube.com/watch?v=CPFmdeDuS4E>

Due November 8, 2012

- Employment Reading Assignment:
 1. <http://azdisabilitylaw.org/New%20Logo%20Guides/E1%20New%20Logo%20.pdf>
 2. <http://odep-stage.icfwebservices.com/odep/integrated-employment/publications/App%20C.360.pdf>
 3. <http://www.youtube.com/watch?v=Y61FkypawAA>
 4. <http://www.dpi.org/lang-en/resources/details?page=848>

Due November 15, 2012

- Socio-Economic Issues Reading Assignment
 1. <http://www.disabilitypolicyresearch.org/Forums/20091203/livermore.pdf>
 2. http://www.endthecycle.org.au/documents/resources/CBM-ETC-004_Employment-Factsheet_v05_0303201151234211.pdf
 3. <http://ndrn.org/images/Documents/Resources/Publications/Reports/Segregated-and-Exploited.pdf>

Due November 29, 2012

- PowerPoint Presentation on Assistive Technology (See Blackboard for instructions): 25 points
- Reading Assignment:
 1. <http://www.dpi.org/lang-en/resources/details?page=827>
 2. <http://www.ncil.org/news/TransportationPosition.html>
 3. http://www.nationalfairhousing.org/Portals/33/reports/Future_of_Fair_Housing.PDF (You only need to read pages 5-12)

DECEMBER:

December 13, 2012

- **FINAL EXAM: 60 points (details on Blackboard)**

GRADE CALCULATIONS:

Discussion Boards (10 points each x 6 weeks)	60 points
PowerPoint Presentation due on <i>No Pity</i>	25 points
Healthcare Paper	25 points
PowerPoint on Assistive Technology	25 points
Final Exam	60 points
Total:	185 points

LATE ASSIGNMENT POLICY:

Late assignments will be accepted up to one week from the due date with 50% credit. Anything turned in past one week of the due date will receive a zero on the assignment.

GRADE BREAKDOWN:

A+	178-185
A	174-177
A-	166-173
B+	161-165
B	155-160
B-	148-154
C+	142-147
C	137-141
C-	130-136
D	111-129
E	Less than 110